

**The 21st-Century Community College:
A Strategic Guide to Maximizing Labor Market Responsiveness**

**Volume 3
Self-Assessment Tools and Resources**

September 2004

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Volume 3
Self-Assessment Tools and Resources

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PREFACE: THE COMMUNITY COLLEGE LABOR MARKET RESPONSIVENESS INITIATIVE

The Community College Labor Market Responsiveness (CCLMR) Initiative was created by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), to develop and disseminate information and tools enabling community colleges, as a unique and critical component of America's education and training system, to keep pace with the needs of a diverse student body and a dynamic labor market.

The main goals of the initiative are to: 1) determine the characteristics of a "market-responsive" community college and identify the indicators and measures by which market responsiveness can be judged; 2) identify the policies and practices community colleges have put in place to facilitate and support labor market responsiveness; 3) pinpoint the steps colleges can take to improve labor market responsiveness and the quality of customized programs they offer to students; and 4) disseminate that knowledge to the field.

In addition to this guidebook, other useful products listed below have emerged from the research component of this initiative. These are available at www.ed.gov/about/offices/list/ovae :

- ❖ *Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature* (Westat and AED, 2003)
- ❖ *Research appendices to The 21st-Century Community College* (Westat, forthcoming)

OVERVIEW OF THIS GUIDEBOOK

Volume 1 of this guidebook provides an overview of labor market responsiveness and establishes common ground from which you, community college leaders, can address this issue. **Volume 2** presents a roadmap for action, with each of its seven modules exploring a different facet of the community college that contributes to labor market responsiveness.

We have found that the most responsive colleges are those that have undertaken a conscious and deliberate effort to reflect critically on their institutional response to local and regional labor markets. Thorough self-reflection among the college's leaders sets the foundation for college-wide strategic planning, which will in turn, lead to action.

The first step toward maximizing a college's labor market responsiveness is to assess how well its programs are serving the workforce training needs of employers and students.

Assessing the impact of economic trends and seeking strategic partnerships will position the college to anticipate future trends. Effective leaders also identify the institutional barriers that impede the college's ability to meet local needs and look for creative ways to overcome them. Lastly, responsive colleges look outward, benchmarking the institution against other colleges that have demonstrated responsiveness.

- What factors inhibit and promote your college's ability to be anticipatory and responsive?
- Are the offerings of your college aligned with community needs?
- Do unmet needs exist in your community?

- What could your college do to meet them, considering internal resources and structures?
- What resources should your college access to meet the needs more effectively?
- Where could these resources come from?

These are just a few of the questions that college presidents need to consider as they design and develop programs and strategies to enhance their labor market responsiveness.

Volume 3 provides practical tools to guide each college president and his or her team through a self-assessment process. The first, keyed directly to the seven modules in Volume 2, helps the college to reflect on the internal structures, policies, and practices that inhibit and promote responsiveness. The second helps the college to systematically look outward to its community to determine specifically what programs and services will best meet the needs of its service area. Both of these would be most effective when completed by a team of the president and his or her colleagues, college administrators, and faculty, perhaps including community partners. Whatever process is ultimately chosen, self-assessment will provide the college with the necessary benchmarks against which to plan specific action.

There are many resources available for this enterprise. We have included an annotated bibliography of documents and reports to inform your thinking and planning. These resources range from materials developed during our research to others readily available on the Internet. **They are examples, rather than an exhaustive list. There may be other resources that may provide helpful information.**

In addition, many organizations interested in promoting labor market responsiveness are described in this guide. We have provided an annotated listing of some examples of organizations and projects that are interested in providing assistance to colleges as they strive to become more labor market responsive. There may be other organizations and projects that are useful as well. We encourage presidents and teams to seek them out.

SELF-ASSESSMENT TOOLS

This volume of the guidebook speaks directly to you as community college presidents and leaders, and provides a pair of tools for institutional self-assessment. We encourage you to integrate these tools into a formal assessment and strategic planning process. For example, subcommittees might be established to assess the college's standing on each of the major dimensions of labor market responsiveness and create benchmarks for strengthening that aspect of its performance. Others might assess the needs of the community and current college responses. These analyses could be brought back into the full strategic planning process.

The first tool, a self-assessment questionnaire, focuses attention on the seven internal structures and dimensions covered in this guidebook. It enables college leaders to assess the practices, structures, and activities of the institution in the context of the strategies presented in Volume 2. Addressing and improving in these areas can enable a community college to become more labor-market-responsive. Items with low scores indicate areas that may be hindering labor market responsiveness and these are areas in which college leaders may wish to begin a strategic planning process. Questionnaire items are rephrased as discussion questions in the pages that

follow for use in planning meetings. Volume 2 then stands as a resource for addressing any of the seven areas.

The second tool focuses attention on the needs of the local labor market and service area. It is designed to help college presidents quickly assess local workforce and economic development needs, determine what the college is currently doing to meet them, and reflect on areas in which the college could do more. It also creates an occasion for reflection on the barriers that colleges face and ways to overcome them. It was designed to help leaders decide on projects that are worth pursuing and understand the impediments that they face in doing so.

1. ASSESSING SEVEN DIMENSIONS OF THE COLLEGE TO IMPROVE LABOR MARKET RESPONSIVENESS Self-Assessment Questionnaire

The leadership of a community college – its president, board, and senior administrators – may wish to complete the self-assessment questionnaire or simply use the items, rephrased as questions in the section that follows, as the basis for reflection and discussion. This questionnaire is designed to provoke discussion on the degree to which each dimension of college life is supportive of labor-market-responsive activities and programs. While not everyone may know the answers to each question, we recommend having you and multiple colleagues complete the questionnaire and compare answers. Items that are consistently rated at 1, 2, or 3 and dimensions with a large number of such low ratings highlight areas that may hinder the college in maximizing its labor market responsiveness. Having determined areas in which the college could do more, leaders can initiate a strategic planning discussion of how each dimension will be improved, who will be involved, and how these improvements will be accomplished, leading to the development of a strategic plan. The appropriate modules in Volume 2 will be useful in developing new strategies.

Circle the most accurate response to each statement based on the following scale:

1 = Not at All 2 = Slightly 3 = Somewhat 4 = Almost Always 5 = Completely

Leadership and Governance

	Not at All	Slightly	Somewhat	Almost Always	Completely
College leadership is shared among multiple people.	1	2	3	4	5
Labor market responsiveness is reflected in the college mission statement.	1	2	3	4	5
Leader, especially the board and president, are fully and publicly committed to a labor-market-responsive mission.	1	2	3	4	5
Leaders are actively involved in furthering that mission.	1	2	3	4	5
Leaders maintain a vision beyond the traditional service area.	1	2	3	4	5
Leaders portray the college as an economic development partner to the community.	1	2	3	4	5
College leaders are very visible in the community.	1	2	3	4	5
College leaders are well informed on economic and workforce trends.	1	2	3	4	5
Leaders convey local market information to the broader campus.	1	2	3	4	5
Leadership style is passionate, innovative, anticipatory, and entrepreneurial.	1	2	3	4	5

Organizational Structure and Staffing

The organizational chart and staffing structure of the community college reflect a commitment to labor-market-responsive services and programs.	1	2	3	4	5
The college's organizational chart and staffing structure reflect the equal importance of credit and noncredit programs.	1	2	3	4	5

Campus structure facilitates communication and access to the human and financial resources essential for labor-market-responsive activities.	1	2	3	4	5
Credit and noncredit programs and their faculties collaborate to develop and deliver career-oriented training.	1	2	3	4	5
Close working relationships between the credit and noncredit sides of the college enhance the college's ability to provide labor-market-responsive programs.	1	2	3	4	5
Human resources are deployed in the most efficient manner to meet labor-market-responsive goals.	1	2	3	4	5
Program development, outreach, and interaction are considered everyone's job.	1	2	3	4	5

Organizational Culture

A strong belief system embraces labor market responsiveness as a core mission.	1	2	3	4	5
The college is characterized by flexibility, innovation, collaboration, and entrepreneurship.	1	2	3	4	5
The college has a motto or theme that focuses attention on the mission of workforce and economic development.	1	2	3	4	5
Leaders and staff are open to change, committed to serving students and employers, and respectful of workplace culture.	1	2	3	4	5
Workforce-development strategies reflect the cultures of the surrounding communities and specifically address local needs.	1	2	3	4	5
There is a willingness to work closely with representatives from business and industry in the design, development, and delivery of education and training.	1	2	3	4	5
College leaders, faculty, and staff share a common understanding of the proper balance of the college's multiple missions.	1	2	3	4	5

Resources and Funding

The college aggressively pursues non-state sources of income.	1	2	3	4	5
The widest possible range of funding streams has been explored.	1	2	3	4	5
The college is innovative in developing and embracing new methods to raise funds for high-demand programs.	1	2	3	4	5
The community college is creative in seeking new sources of income to finance workforce development.	1	2	3	4	5
College leadership is strategic in leveraging resources and in-kind donations to support and expand partnerships.	1	2	3	4	5
The college is successful in securing strong financial support from local sources.	1	2	3	4	5
Sufficient human resources are dedicated to obtaining resources that support responsive programming and services.	1	2	3	4	5

The college president, board members, and top administrators are personally invested in developing large-scale partnerships that fund responsive programs.	1	2	3	4	5
Discretionary resources are allocated equitably between academic and occupationally oriented programs.	1	2	3	4	5
Adequate resources are invested in the professional development of faculty and staff to enable them to effectively implement responsive programs.	1	2	3	4	5

Information and Data

The community college relies on local information-gathering and published data to drive strategic planning for its responsive programs and services.	1	2	3	4	5
The college has cultivated a network of well-positioned leaders in the community to provide information about local needs and trends.	1	2	3	4	5
College leaders and staff are well-informed about the needs of local business and industry and future economic trends.	1	2	3	4	5
The college evaluates the impact of its market-responsive programs and services.	1	2	3	4	5
The college assesses the value of labor-market-responsive programming and services and these assessments lead to programmatic change.	1	2	3	4	5
The college evaluates the satisfaction of local businesses, partners, students, and their employers.	1	2	3	4	5
Anticipatory thinking, based on solid information and data, pervades campus culture, informs outreach to partners, and shapes future vision.	1	2	3	4	5

Relationship-Building

The college reaches out to students, businesses, and other organizations to gather information about general economic conditions and specific employer concerns.	1	2	3	4	5
The college develops relationships with a wide variety of local organizations that could strengthen its ability to be responsive.	1	2	3	4	5
Leaders and staff take an active and aggressive stance in reaching out to the community.	1	2	3	4	5
Relationship-building is recognized as everyone's job.	1	2	3	4	5
The trustees and president communicate the college's mission of labor market responsiveness in the public eye and in circles of influence.	1	2	3	4	5
The college seeks out new ways to market itself, regionally and nationally.	1	2	3	4	5
Marketing activities encourage others to approach the college as a partner.	1	2	3	4	5

Strategic relationship-building is recognized as the foundation for establishing strategic partnerships.	1	2	3	4	5
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Partnerships

The college is engaged in sustained, successful employer partnerships that are responsive to the local market.	1	2	3	4	5
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The college has established strategic priorities for partnership-building with employers, aligned with the community's needs.	1	2	3	4	5
---	---	---	---	---	---

The partnerships in which your college takes part anticipate local economic development and growth.	1	2	3	4	5
---	---	---	---	---	---

The college has identified and partnered with the right mix of organizations.	1	2	3	4	5
---	---	---	---	---	---

The college partners with large employers and innovative industries.	1	2	3	4	5
--	---	---	---	---	---

The college encourages and rewards its staff for entrepreneurial activity.	1	2	3	4	5
--	---	---	---	---	---

Partnerships are assessed and maintained in proportion to the ability to leverage long-term outcomes and opportunities.	1	2	3	4	5
---	---	---	---	---	---

Guiding Questions for Reflection and Discussion

This set of questions can be used as part of the strategic planning process or reflected upon during the annual board retreat.

Leadership

- To what extent is your college's commitment to labor market responsiveness reflected in the mission statement and strategic plan?
- What priority do you place on your college's mission of meeting local workforce and economic development?
- Does your outlook extend beyond your college's traditional service area?
- Do you capitalize on opportunities to lead by example by being outspoken in your commitment to market responsive goals and by being actively involved in the community?
- Do you seek out reports and other data sources to familiarize yourself with local, regional, and national economic trends?
- Is the leadership of your college characterized by passion, entrepreneurship, risk-taking, and innovation?
- How can your leadership maximize your college's labor market responsiveness? Who's going to do it? How?

Organizational Structure

- Does the organizational chart reflect an equal institutional commitment to credit and noncredit programs?
- Does the staff reporting structure give the administrators of the workforce-development or continuing education division access to the human and financial resources that they need?
- Are labor-market-responsive services sufficiently centralized to provide efficient client service and avoid unnecessary duplication?
- To what extent is there a divide between credit and noncredit programs on your campus? In what ways do the two interact? How do the administrators and the staff members of these divisions communicate and respond to one another internally? Do they collaborate to develop and deliver employer-related or career-oriented training?
- Would a closer working relationship between the credit and noncredit sides improve the quality of the college's labor-market-responsive programs and its ability to offer employer-targeted training programs?
- Are human resources at your college deployed in the most efficient manner to meet labor-market-responsive goals?

- How can your organizational structure be modified to maximize your college's labor market responsiveness? Who's going to do it? How?

Organizational Culture

- How would you describe the culture of your college? Would you use adjectives like innovative, entrepreneurial, risk-taking, or flexible to describe the culture of your college?
- Is there a phrase or motto that you and other senior administrators use repeatedly in order to capture and to promote a campus-wide focus on workforce development?
- Do your faculty and staff share a common belief system that reflects the college's goals and mission?
- What changes in organizational structure could provide the leverage to promote a cultural shift?
- Do your workforce-development strategies reflect the cultures in the surrounding community? Has your college changed in order to respond to changing community needs?
- Do business and industry play a role in the development of courses and curricula on your campus? Has the process of curriculum development changed so as to incorporate workforce-development goals as well as more traditional academic goals?
- How can your organizational culture evolve to maximize your college's labor market responsiveness? Who's going to do it? How?

Resources

- What sources of income, in addition to state revenue, does your college pursue to fund workforce development programs? Could you explore a wider range of possible options?
- What innovative approaches to fundraising for high-demand programs have you developed? Have you developed new sources of revenue through entrepreneurial activities such as providing needed services to business and community partners?
- Could college funding from local sources – the county or bond initiatives – increase?
- Does the college dedicate sufficient staff to obtaining resources to support responsive programs?
- As a community college leader, have you invested enough personal attention to developing large-scale partnerships that could fund new college programs?
- How does the college allocate discretionary resources between academic and occupationally oriented programs?
- Is your college investing enough resources in faculty professional development?

- Would the addition or enhancement of physical facilities significantly improve the campus' ability to respond to local labor market needs? Have you explored all possible avenues for securing new construction funds?
- How can you acquire and allocate the necessary resources to maximize your college's labor market responsiveness? Who's going to do it? How?

Information and Data

- What data collection methods does your college employ to gather information about labor market needs?
- Do you have the information or data that you need to understand local labor market needs?
- Does your college evaluate, either through formal assessment or other means, the satisfaction of partners and clients or the impact of its efforts to meet labor market needs?
- Does your college collect post-enrollment data on students in credit programs? Noncredit programs? If so, by what means?
- How does your college assess the range and value of its labor-market programs and services?
- How can you access and use information and data to maximize your college's labor market responsiveness? Who's going to do it? How?

Relationship-Building

- With which additional groups or organizations could your college build strategic relationships?
- Do the president, trustees, and other influential friends of the college communicate the college's mission of labor market responsiveness in the public eye and in circles of influence?
- Do college leaders and staff recognize that listening – gathering information about general economic conditions and specific employer and occupational concerns – is a key component of relationship-building?
- As president, do you convey to campus staff members their role in marketing the college's workforce or business development mission? Do faculty and administrative staff members understand this to be a campus-wide responsibility? To what extent do you reward faculty and administrative staff members for relationship-building?
- To what extent does the marketing activity of the college staff communicate positive messages likely to encourage organizations to approach the college about partnerships? Are you confident of the college's reputation in this respect?
- Has the college sought out new ways to market its workforce and business-development activity, regionally and even nationally?

- How can your relationship-building expand to maximize your college's labor market responsiveness? Who's going to do it? How?

Partnerships

- Have you led the college through a process of establishing strategic priorities for partnering?
- Are you partnering with the right organizations? Is the college partnering with large employers and important or growing industries?
- Is your college engaging in sustained, successful partnerships that are responsive to the labor market? What benefits do the college and its partners secure from these partnerships?
- Do the partnerships in which your college takes part address local economic development and growth? If so, how? Are you engaged in developing and recruiting industry sectors?
- Are partnerships assessed on their ability to leverage long-term opportunities?
- To what extent does the college encourage and reward its staff for entrepreneurial activities?
- Having formally embraced the mission of labor market responsiveness, do senior administrators of your college actively pursue new partnerships beyond the campus?
- Do all those responsible for initiating and sustaining relationships with partners and potential partners behave so as to represent your college's integrity, the excellence of its programs and services, the flexibility and proactive problem-solving stance of its staff?
- How can you partner more effectively to maximize your college's labor market responsiveness? Who's going to do it? How?

2. MEETING LOCAL WORKFORCE AND ECONOMIC DEVELOPMENT NEEDS

Assessing Environmental Needs and Organizational Capabilities

This instrument presents questions that are designed to help community college leaders assess:

1. The workforce and economic development needs of their college's community;
2. How responsive their college's program is to meeting the workforce and development needs of local employers and students; and
3. What concrete steps might improve the market responsiveness of career-oriented programs.

Answering the questions draws on information that college leaders have at their finger tips. No special preparation is required, and it should not be necessary to look up any information. The questions can be answered in about 30 minutes, but hopefully they will trigger ideas that might take considerably more time to fully develop and perhaps years to fully implement.

A. MEETING LOCAL WORKFORCE DEVELOPMENT NEEDS

The training areas listed below cover curricula common among colleges concerned with labor market responsiveness. For items k – m consider adding training areas of unique importance to your service area.

1. Rate the demand for training in the following areas among employers in the communities your college serves.

Area	Low	Moderate	High	Very High
a. Computer-related professions	1	2	3	4
b. Health-care and related professions	1	2	3	4
c. Building trades	1	2	3	4
d. Manufacturing-related skills	1	2	3	4
e. Computer-related office skills	1	2	3	4
f. Other office or clerical skills	1	2	3	4
g. Biotech and other sciences	1	2	3	4
h. Soft skills (e.g., customer service)	1	2	3	4
i. Basic education	1	2	3	4
j. English as a second language	1	2	3	4
Important areas not noted above (please fill in):				
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4

2. Rate the supply of residents interested in training in the following areas relative to employer demand in the communities your college serves.

Area	Supply Greater than Demand Low	Supply Equal to Demand Moderate	Supply Below Demand High	Supply Much Below Demand Very High
a. Computer-related professions	1	2	3	4
b. Health-care and related professions	1	2	3	4
c. Building trades	1	2	3	4
d. Manufacturing-related skills	1	2	3	4
e. Computer-related office skills	1	2	3	4
f. Other office or clerical skills	1	2	3	4
g. Biotech and other sciences	1	2	3	4
h. Soft skills (e.g., customer service)	1	2	3	4
i. Basic education	1	2	3	4
j. English as a second language	1	2	3	4
Additional important areas noted in question 1 (please fill in):				
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4

3. Rate the size of your college's program in each of the following areas relative to the overall training needs of employers in the community you serve.

Area	Small	Moderate	Large	Very Large
a. Computer-related professions	1	2	3	4
b. Health-care and related professions	1	2	3	4
c. Building trades	1	2	3	4
d. Manufacturing-related skills	1	2	3	4
e. Computer-related office skills	1	2	3	4
f. Other office or clerical skills	1	2	3	4
g. Biotech and other sciences	1	2	3	4
h. Soft skills (e.g., customer service)	1	2	3	4
i. Basic education	1	2	3	4
j. English as a second language	1	2	3	4
Additional important areas noted in question 1 (please fill in):				
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4

4.

Rate the importance of increasing the size of the following programs to enhance the economic well-being of the communities you serve.

Area	Small	Moderate	Large	Very Large
a. Computer-related professions	1	2	3	4
b. Health-care and related professions	1	2	3	4
c. Building trades	1	2	3	4
d. Manufacturing-related skills	1	2	3	4
e. Computer-related office skills	1	2	3	4
f. Other office or clerical skills	1	2	3	4
g. Biotech and other sciences	1	2	3	4
h. Soft skills (e.g., customer service)	1	2	3	4
i. Basic education	1	2	3	4
j. English as a second language	1	2	3	4
Additional important areas noted in question 1 (please fill in):				
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4

5. Rate your college's current efforts to expand training programs in each of the areas using the following scale:

- 1 = other priorities take precedence (not interested in expanding),
- 2 = little or no work is being done to expand this program,
- 3 = a moderate amount of work is being done to expand this program,
- 4 = a lot of work is being done to expand this program

Area	Not a Priority	No Effort to Expand	Moderate Effort	Focused Effort
a. Computer-related professions	1	2	3	4
b. Health-care and related professions	1	2	3	4
c. Building trades	1	2	3	4
d. Manufacturing-related skills	1	2	3	4
e. Computer-related office skills	1	2	3	4
f. Other office or clerical skills	1	2	3	4
g. Biotech and other sciences	1	2	3	4
h. Soft skills (e.g., customer service)	1	2	3	4
i. Basic education	1	2	3	4
j. English as a second language	1	2	3	4
Additional important areas noted in question 1 (please fill in):				
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4

6. Regardless of current effort, rate the level of difficulty for your college to significantly increase the size of programs in each following areas.

Area	Not Difficult	A Little Difficult	Moderately Difficult	Very Difficult
a. Computer-related professions	1	2	3	4
b. Health-care and related professions	1	2	3	4
c. Building trades	1	2	3	4
d. Manufacturing-related skills	1	2	3	4
e. Computer-related office skills	1	2	3	4
f. Other office or clerical skills	1	2	3	4
g. Biotech and other sciences	1	2	3	4
h. Soft skills (e.g., customer service)	1	2	3	4
i. Basic education	1	2	3	4
j. English as a second language	1	2	3	4
Additional important areas noted in question 1 (please fill in):				
k.	1	2	3	4
l.	1	2	3	4
m.	1	2	3	4

7. Rate the degree to which each of the following potential impediments stands as an obstacle to expanding the program in each area, using the following scale:

- 1 = Low
- 2 = Moderate
- 3 = High
- 4 = Very High

Area	Low	Moderate	High	Very High
A. Lack of External Support from				
a. the state	1	2	3	4
b. Local employers	1	2	3	4
c. Local governments	1	2	3	4
d. Local civic associations	1	2	3	4
e. Local postsecondary institutions	1	2	3	4
f. Local K-12 systems	1	2	3	4
g. The federal government	1	2	3	4
h. Regional or national agencies	1	2	3	4
i. Regional or national employer groups	1	2	3	4
B. Supply				
a. Lack of interest by local residents	1	2	3	4
b. Lack of preparation of local residents	1	2	3	4
C. Executive Leadership				
a. Lack of time to develop strategic plans	1	2	3	4
b. Lack of time to form partnerships	1	2	3	4
c. Lack of time to implement plans	1	2	3	4
d. Low priority given to this mission	1	2	3	4
D. Internal Support				
a. Lack of time or interest by administrators	1	2	3	4
b. Lack of expertise by administrators	1	2	3	4
c. Lack of time or interest by faculty and staff	1	2	3	4
d. Lack of expertise by faculty and staff	1	2	3	4
e. Lack of facilities, equipment, and supplies	1	2	3	4
f. Conflict with the academic transfer mission	1	2	3	4
g. Conflict between for-credit and non-credit divisions	1	2	3	4
h. Inability to shift resources across programs	1	2	3	4
i. Lack of internal data needed to support decisions	1	2	3	4
j. Lack of data needed to build coalitions	1	2	3	4

8. For these same potential impediments, rate how difficult it would be to remove them using the following scale:

1 = not an impediment

2 = easy to remove

3 = moderately difficult to remove

4 = very difficult to remove

Area	Not an Impediment	Easy to Remove	Moderately Difficult	Very Difficult
A. Lack of External Support from	1	2	3	4
a. the state	1	2	3	4
b. Local employers	1	2	3	4
c. Local governments	1	2	3	4
d. Local civic associations	1	2	3	4
e. Local postsecondary institutions	1	2	3	4
f. Local K-12 systems	1	2	3	4
g. The federal government	1	2	3	4
h. Regional or national agencies	1	2	3	4
i. Regional or national employer groups	1	2	3	4
B. Supply				
a. Lack of interest by local residents	1	2	3	4
b. Lack of preparation of local residents	1	2	3	4
C. Executive Leadership				
a. Lack of time to develop strategic plans	1	2	3	4
b. Lack of time to form partnerships	1	2	3	4
c. Lack of time to implement plans	1	2	3	4
d. Low priority given to this mission	1	2	3	4
D. Internal Support				
a. Lack of time or interest by administrators	1	2	3	4
b. Lack of expertise by administrators	1	2	3	4
c. Lack of time or interest by faculty and staff	1	2	3	4
d. Lack of expertise by faculty and staff	1	2	3	4
e. Lack of facilities, equipment, and supplies	1	2	3	4
f. Conflict with the academic transfer mission	1	2	3	4
g. Conflict between for-credit and non-credit divisions	1	2	3	4
h. Inability to shift resources across programs	1	2	3	4
i. Lack of internal data needed to support decisions	1	2	3	4
j. Lack of data needed to build coalitions	1	2	3	4

9. What one program expansion by your college would do the most to help local firms and improve the area's economic well-being?

Program name/description:

10. Which statement best describes the prospects for expanding this key program?

- a. Good progress is being made.
- b. We have been exploring ways to expand the program, but have not yet made good progress.
- c. We have not done much planning, but probably could develop highly feasible plans.
- d. We have not done much planning because it would be difficult to develop a feasible plan.

11. What are the three most important impediments that need to be overcome to successfully expand the key program?

Impediment A: _____

Impediment B: _____

Impediment C: _____

12. Rate the prospects for overcoming the impediments using the following scale:

- 1 = Excellent
- 2 = Good
- 3 = Fair
- 4 = Poor

Impediment	Excellent	Good	Fair	Poor
Impediment A	1	2	3	4
Impediment B	1	2	3	4
Impediment C	1	2	3	4

B. MEETING LOCAL ECONOMIC DEVELOPMENT NEEDS

In addition to providing education and training that help residents progress in their careers, community colleges provide direct support to local employers through business incubators, entrepreneurship development, and recruitment of new industry, as well as helping to improve production processes, planning, and marketing. This section asks about assistance your college provides to businesses independent of helping to provide career-oriented education and training.

13. Rate the demand for assistance colleges can offer other than training in the following areas among employers in the communities your college serves, using the scale below.

- 1 = Low
- 2 = Moderate
- 3 = High
- 4 = Very High

Area	Low	Moderate	High	Very High
a. Information Technology (IT)	1	2	3	4
b. Biotech and other science-oriented firms	1	2	3	4
c. Construction	1	2	3	4
d. Manufacturing	1	2	3	4
e. Business Service	1	2	3	4
f. Personal Services	1	2	3	4
g. Transportation	1	2	3	4
h. Social Services or Education	1	2	3	4
i. Government Services or Law Enforcement	1	2	3	4
Important areas not noted above (please fill in):				
j.	1	2	3	4
k.	1	2	3	4
l.	1	2	3	4

14. Rate the adequacy of the size of your college's programs in each area, using the scale below.

- 1 = Low
 2 = Moderate
 3 = High
 4 = Very High

Area	Low	Moderate	High	Very High
a. Information Technology (IT)	1	2	3	4
b. Biotech and other science-oriented areas	1	2	3	4
c. Construction	1	2	3	4
d. Manufacturing	1	2	3	4
e. Business Service	1	2	3	4
f. Personal Services	1	2	3	4
g. Transportation	1	2	3	4
h. Social Services or Education	1	2	3	4
i. Government Services or Law Enforcement	1	2	3	4
Important areas not noted above (please fill in):				
j.	1	2	3	4
k.	1	2	3	4
l.	1	2	3	4

15. Rate the potential for expanding programs in each area, using the scale below.

- 1 = Low
 2 = Moderate
 3 = High
 4 = Very High

Area	Low	Moderate	High	Very High
a. Information Technology (IT)	1	2	3	4
b. Biotech and other science-oriented areas	1	2	3	4
c. Construction	1	2	3	4
d. Manufacturing	1	2	3	4
e. Business Service	1	2	3	4
f. Personal Services	1	2	3	4
g. Transportation	1	2	3	4
h. Social Services or Education	1	2	3	4
i. Government Services or Law Enforcement	1	2	3	4
Important areas not noted above (please fill in):				
j.	1	2	3	4
k.	1	2	3	4
l.	1	2	3	4

3. FURTHER RESOURCES

1. Products from the Community College Labor Market Responsiveness Initiative

In addition to this guidebook, a handful of reports were generated as part of the CCLMR initiative. These include a review of the literature and an analytical cross-case analysis of colleges in 10 labor-market areas. These background documents will soon be downloadable from the Web at www.ed.gov/about/offices/list/ovae/ or at www.nccte.org.

- ❖ *Documented Characteristics of Labor Market-Responsive Community Colleges and a Review of Supporting Literature* (Westat and AED, 2003)
- ❖ *Research Appendices to the 21st-Century Community College* (Westat, forthcoming)

2. Further Reading

A wealth of annotated citations can be found in the literature review cited above. Here we share some additional examples of resources that may prove useful.

Adler, Laurel. A. "The Role Community Colleges Should Play in Job Placement," *New Directions for Community Colleges* 25, no. 1 (1997): 41-48.

This article describes the need for schools to develop partnerships with businesses and presents five model projects designed to stay ahead of the job market and create new jobs. It also provides follow-up data on two of the models. The author lists common elements of successful programs and provides tips on developing partnerships.

Bailey, Thomas, and Vanessa Smith Morest. "The Organizational Efficiency of Multiple Missions for Community Colleges." *Community College Research Center Brief*, No. 19. New York, N.Y: Columbia University, Sept. 2003.

Using case-study research conducted at eight community colleges in five states, this report examines the issue of, and controversy over, the ever-expanding missions of community colleges. After examining the criticisms that have been leveled against the multiple-missions strategy, the authors focus on three categories of community college missions: core, vertical, and horizontal activities. The core is comprised of degree-granting programs, vertical involves reaching up and down into the traditional education system, and horizontal involves engaging the community through outreach and diversification. Using this framework, the authors analyze the relationships between community college mission expansion and integration.

Bragg, Debra D. "Opportunities and Challenges for the New Vocationalism in American Community Colleges," in *The New Vocationalism in Community Colleges*, edited by Debra D. Bragg. *New Directions for Community Colleges*, No. 115. San Francisco: Jossey-Bass, fall 2001.

This edited book was published as part of the continuing *New Directions for Community Colleges* series. Its nine substantive chapters cover topics ranging from the role of leadership to instructional practice. Particularly relevant chapters examine the relationship of community colleges to emerging systems of workforce development and opportunities for partnership and collaboration with business, industry and other community organizations. An annotated bibliography is included as a tenth chapter and provides a valuable collection of sources and information for those interested in learning more about the role of the community in vocational and workforce development.

Dougherty, Kevin J. *The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College*. Albany, N.Y.: State University of New York Press, 2001.

In this comprehensive and well-reasoned book, the author considers the competing ideas and missions of the community college. The book systematically analyzes the evidence on four key issues that continue to divide commentators on the community college: the community college's impact on students, business, and the universities; the factors behind its rise since the early 1900s; the causes of its swift vocationalization after 1960; and what directions the community college should take in the future.

Hickman, Randall C., and John W. Quinley. "A Synthesis of Local, State, and National Studies in Work Force Education and Training." Paper presented at the annual forum of the Association for Institutional Research, Orlando, Fla., May 1997.

This study investigated what the workforce education, training, and retraining needs of businesses and organizations in the United States are, and how well community colleges are meeting these needs. Conventional and meta-analytical methods were employed to analyze a sample of 10 local, state, and national studies in workforce development with a secondary analysis conducted for the purpose of quantitatively and qualitatively integrating the findings. Content analysis methods were used to provide an analysis of survey comments and other qualitative data in the studies. The results of the synthesis supported two general conclusions: (1) community colleges are responding to the need for workforce education and training for all types and sizes of business and for specific training needs; and (2) they are meeting the needs of business by providing customized, high-quality, flexible workforce training programs. Additional research is suggested to validate the extent to which employers across the country agree in their perceptions about workforce development needs and issues. There should be a systematic exploration of the agreement between the perceptions of employers and community college administrators concerning the central issues in workforce development.

Holub, Jonathan D. *The Role of the Community College in Rural Community Development*. Los Angeles: ERIC Clearinghouse for Community Colleges, Jan. 1996.

This ERIC Digest focuses on the ways in which rural community colleges are serving their surrounding areas in an effort to reverse negative trends and prepare community members for the technological, economic, and societal changes that are emerging at the beginning of the 21st-century. The digest reviews the policy, dispositional, situational, and institutional strategies that community colleges can adopt as well as some of the tools available to implement these strategies, such as community-based programming and technological learning systems

Jenkins, Davis, and Katherine Boswell. *State Policies on Community College Workforce Development: Findings from a National Survey*. Denver, Colo.: Education Commission of the States, 2002.

This paper presents findings from a survey of state higher education officials on policies the various states have established to guide and support workforce development programs at community colleges. The authors note that the vast majority of the more than 165,000 advanced

certificates community colleges award are in job-related fields. The survey instrument was sent to the state agency responsible for oversight of community colleges in each of the 50 states. Forty-five states responded. The results pinpoint the opportunities and challenges states face with respect to workforce development delivered through their community college systems.

McCabe, Robert H., ed. *The American Community College: Nexus for Workforce Development*. Mission Viejo, Calif.: League for Innovation in the Community College, 1997.

Emphasizing the central role of community colleges in workforce development, this two-part monograph reviews the status of workforce development initiatives at the national, state, and local levels and provides descriptions of 10 exemplary programs at community colleges across North America. The first part focuses on the status of and operating context for workforce development and provides the following four chapters: (1) Federal Workforce Legislation, (2) State Initiatives in Workforce Development, (3) Community Colleges as the Nexus for American Workforce Development, and (4) Building Effective Workforce Development Programs. The second part then presents in-depth descriptions of exemplary workforce development programs at the following 10 community colleges: Florida's Daytona Beach Community College, Texas' Collin County Community College, Toronto's (Canada) Humber College, Illinois' Black Hawk College, Michigan's Delta College, Kansas' Johnson County Community College, Oregon's Lane Community College, Colorado's Pueblo Community College, Wisconsin's Waukesha County Technical College, and Illinois' Moraine Valley Community College.

Myran, Gundar, George A. Baker, Beverly Simone, and Tony Zeiss. *Leadership Strategies for Community College Executives*. Washington, D.C.: Community College Press, 2003.

This book on applied leadership is a handbook on day-to-day leadership practices, intended for use by community college presidents, governing boards, administrators, and faculty leaders. Based on the experiences of successful community college presidents and executives, the book focuses on three questions:

- How do the president and executive team develop institutional strategy, that is, the pattern of decisions that determine the future direction of the college?
- How does the executive team develop the web of interaction and influence with internal and external constituencies that produces support of the college's mission and strategy?
- How do the president and executive team align the various dimensions of college development with the institutional strategy?

Included under "Execution Strategies" is a chapter titled "Community, Economic, and Workforce Development," which describes ways community college leaders can craft effective community, workforce, and economic development strategies that fit within an overarching strategic framework and are aligned with the long-term mission and vision statements of their institutions.

Petrides, Lisa. *Turning Knowledge Into Action: What's Data Got To Do With It?* Phoenix, Ariz.: League for Innovation in the Community College, 2004.

Turning Knowledge Into Action is based on interviews with over 65 top-level community college administrators. The book shows how community colleges are facing challenges in their efforts to collect data on student performance, to analyze it effectively, and to then share it in meaningful ways that lead to proactive decision-making about investments in programs and services, such as targeting remedial assistance to those who need it, matching course availability with student demand, and providing better consumer information for prospective students and other important constituents.

Zeiss, Tony, ed. *Developing the World's Best Workforce: An Agenda for America's Community Colleges*. Washington, D.C.: American Association of Community Colleges, 1997.

Examining the role of community colleges in workforce development, this monograph describes results from a national study of community and technical colleges and the employers they serve regarding needs for workforce training and successful program elements. Following introductory sections, reviewing the purpose of the study, the following chapters are provided: (1) The Role of American Community Colleges in the 21st Century, (2) A Current Assessment of Community College Workforce Training: A Brief Overview, (3) AACC/NETWORK National Community College Workforce Development Database, (4) Rethinking the Role of Instruction for Workforce Training, (5) Survey of Employers, presenting results from the 2,473 employers who responded to the survey; (6) Survey of Deans and Directors, describing successful program elements identified by the 56 community college administrators responding to the survey; (7) Discussion of Survey Results: Employers and Deans and Directors, and (8) Conclusions, Implications, and Recommendations. Appendices provide organizational charts of model workforce development systems, a list of colleges participating in the survey, and the employer survey instrument.

3. Organizations and Projects

Here are examples of organizations and projects that you may find useful. It is not meant to be an exhaustive list, and there may be other organizations and projects they you may find useful. In general, the descriptions come from the organizations themselves and are not intended as an external evaluation of the projects and activities.

American Association of Community Colleges (AACC)

One Dupont Circle, NW, Suite 410
Washington, DC 20036
Phone: (202) 728-0200
Fax: (202) 833-2467
www.aacc.nche.edu

Founded in 1920, the American Association of Community Colleges (AACC) has become the leading proponent and the national voice for community colleges. AACC's membership represents close to 95 percent of all accredited U.S. two-year community, junior, and technical colleges and their 10.5 million students, as well as a growing number of international members. The colleges are the largest and fastest-growing sector of U.S. higher education, enrolling close to half (45 percent) of all U.S. undergraduates.

AACC is the primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy. AACC supports and promotes its member colleges through policy initiatives, innovative programs, research and information and strategic outreach to business and industry and the national news media. Its efforts are focused in six strategic action areas:

- National and international advocacy for community colleges;
- Learning and accountability;
- Leadership development;
- Economic and workforce development;
- Connectedness across the AACC membership; and
- International and intercultural education.

Association of Community College Trustees

1233 20th Street, NW,
Suite 605, Washington, DC 20036
Phone: (202) 775-4667
Fax: (202) 223-1297
www.acct.org

The Association of Community College Trustees (ACCT) is a nonprofit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern more than 1,200 community, technical, and junior colleges in the United States, Canada, and England. ACCT, governed by a 26-member board of directors, is committed to its mandate of service to trustees. The association offers trustee training and professional development

programs, educational programs, research and publications, extensive board services, and public policy advocacy. A major project on which ACCT cooperated is **CCBenefits, Inc.** <http://www.ccbenefits.com/>. CCBenefits, Inc. was established in February 2000 to make available to individual community and technical colleges a generic and low-cost yet comprehensive tool that would allow them to estimate the economic benefits accrued by students and taxpayers as a result of the higher education achieved. It answers the question: What is the role of community and technical colleges in the local or state economy and do the benefits outweigh the costs? This information is sought by state and local legislators, private donors, overseeing agencies, as well as local chambers of commerce, city councils, and local economic development groups. This site is the main venue for communicating with CCBenefits, Inc. clients, in addition to the regular phone and e-mail contacts.

Center for Community College Policy

Education Commission of the States

700 Broadway, Suite 1200

Denver, CO 80203-3460

Phone: (303) 299-3691

Fax: (303) 296-8332

<http://www.communitycollegepolicy.org/>

The Center for Community College Policy was established to support the creation of public policy that encourages the development of effective and innovative community colleges across the United States. It was established by the Education Commission of the States, in cooperation with the U.S. Department of Education. The center:

- Conducts research and analysis;
- Establishes a Web-based electronic database on issues of community college policy;
- Serves as a clearinghouse for state officials, college leaders, and the media on issues of community college policy at the state level;
- Publishes and disseminates policy papers;
- Organizes national, regional, and state-level workshops around issues of community college policy; and
- Provides technical assistance to states.

COMBASE

Cooperative for the Advancement of Community-Based Postsecondary Education

<http://staff.bcc.edu/combase/>

Established in 1974 by 10 community colleges with a common interest in community-based education, COMBASE has become a leading organization in the nation with approximately 60 institutions. The purpose of COMBASE is to identify, validate, and employ exemplary practices in community-based and performance-oriented education; and to share expertise and experience through research, publications, professional development programs, networking, and other means.

Community College Research Center

Teachers College, Columbia University
525 West 120th Street, Box 174
New York, N.Y. 10027
www.tc.columbia.edu/ccrc

The Community College Research Center (CCRC) was established in 1996 by the Alfred P. Sloan Foundation and is housed within the Institute on Education and the Economy (IEE) at Teachers College, Columbia University. Since its inception, CCRC has taken a broad and comprehensive view of community colleges in order to frame the critical questions concerning the fundamental purposes, problems, and performances of community colleges. The center's studies include research on the roles of community colleges; workforce and economic development; curriculum pedagogy and articulation; and the economic returns of community colleges.

The mission of the Community College Research Center is to carry out and promote research on major issues affecting the development, growth, and changing roles of community colleges in the United States. In addition to conducting research, CCRC works with community colleges, professional organizations, foundations, and government agencies in an effort to strengthen the research capacity both within the colleges and the broader community, attract new scholars to the field, promote discussion and debate about crucial and often controversial issues, and disseminate existing research.

Consortium for Community College Development

534 School of Education
610 E. University
Ann Arbor, MI 48109
Phone: (734) 647-1973
<http://www.umich.edu/~cccd/>

Established in 1986, the Consortium for Community College Development is a powerful network of two-year colleges in the United States and Canada. A unique partnership between universities and community colleges, current membership numbers more than 125 colleges in 29 states and three Canadian provinces. The consortium is co-sponsored by the University of Michigan and Michigan State University.

The Consortium for Community College Development is committed to:

- conducting action research to identify critical issues affecting community colleges;
- helping community colleges develop strategies, structures, and processes to prepare for a very different future;
- providing comprehensive programs, services, and research to strengthen the capacity of community colleges to respond to change; and
- facilitating the sharing of ideas and expertise within and between community colleges.

Institute on Education and the Economy

Teachers College, Columbia University
439 Thorndike Hall

525 West 120th Street, Box 174
New York, NY 10027
Phone: (212) 678-3091
www.tc.columbia.edu/~iee

The Institute on Education and the Economy (IEE), established in 1986 by the Board of Trustees of Teachers College, Columbia University, is an interdisciplinary policy research center that focuses its attention on the interaction between education and the economy. The foundation of this focus was articulated in *The Double Helix of Education and the Economy*, written in 1992 by the institute's former and current directors, and which analyzed the relationship between changes in the economy and the need for a fundamental rethinking of the U.S. education system.

League for Innovation in the Community College

4505 East Chandler Boulevard, Suite 250
Phoenix, AZ 85048
Phone: (480) 705-8200
Fax: (480) 705-8201
www.league.org

The league is an international organization dedicated to catalyzing the community college movement. It hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with its member colleges, corporate partners, and other agencies in a continuing effort to make a positive difference for students and communities. The league is the only major international organization specifically committed to improving community colleges through innovation, experimentation, and institutional transformation.

The league is spearheading efforts to develop more learning-centered community colleges through its Learning Initiative. The goal is to assist community colleges in developing policies, programs, and practices that place learning at the heart of the educational enterprise, while overhauling the traditional architecture of education.

The league is the principal provider of national programs and publications to prepare leaders for community colleges and has developed a comprehensive array of development activities that influence community college leadership. It is a key leader in influencing the expansion and improvement of workforce training programs in community colleges in the United States and Canada.

National Association of Manufacturers Center for Workforce Success

1331 Pennsylvania Avenue, NW
Washington, DC 20004-1790
Phone: (202) 637-3000
Fax: (202) 637-3182
www.nam.org

The Center for Workforce Success is the workforce-development arm of The Manufacturing Institute, the educational and research affiliate of the National Association of Manufacturers (NAM). American manufacturing is the most competitive industry in the global marketplace. Innovations and technological advances have helped lower inflation, increase productivity, improve the environment, and provide workers with better pay, benefits, and living standards. Attracting and keeping skilled and well-trained employees are top priorities for manufacturers. The Center for Workforce Success provides workplace resources that help NAM members keep pace in the race to stay ahead in today's economy.

As the overall economy has changed, so has the workforce itself. The Center for Workforce Success focuses on the impact of a changing economy, shifting demographics, rapid advancements in technology, and increasing globalization on manufacturers' ability to recruit and retain employees with the right skills. In 2002, the center will continue to address these issues and begin a new focus on making manufacturing careers a preferred choice for American workers and students.

National Association of Workforce Boards (NAWB)

1701 K Street, NW
Suite 1000
Washington, DC 20006
Phone: (202) 775-0960
<http://www.nawb.org>

NAWB represents business-led Workforce Boards that plan and oversee state and local workforce development and job training programs. NAWB members are volunteers working in their communities to create a more highly skilled workforce. Workforce Boards consist of public- and private-sector members who are leading the way in workforce development so that America can remain competitive in the global marketplace.

National Coalition of Advanced Technology Centers (NCATC)

<http://www.ncatc.org>

The National Coalition of Advanced Technology Centers is a network of higher education resources that advocates and promotes the use of technology applications to enhance economic and workforce development programs and services. NCATC is a member-driven organization that serves institutions providing technological and educational services to business and industry. Members have access to exemplary models of marketing, administration, scheduling, and program delivery from the top technology centers in the nation. An annual national conference serves as an information resource on current technology programs, services, and practices as well as a forum to network with business, industry, and government leaders.

National Council for Continuing Education and Training (NCCET)

NCCET National Office
P.O. Box 130623
Carlsbad, CA 92013-0623

Phone: (760) 753-8375

Fax: (760) 942-7296

www.nccet.org

As the oldest affiliate of the Council of the American Association of Community Colleges (AACC), the National Council for Continuing Education and Training is the premiere association serving professionals in America's community colleges. The council is committed to continuous quality improvement and to quality service as a change agent for lifelong learning. NCCET contributes to individual, community, workforce, and economic development by:

- Exercising leadership as an AACC affiliate council to provide quality education and training services;
- Providing quality continuing education and professional development for members;
- Promoting corporate citizenship in communities;
- Encouraging innovative opportunities for lifelong learning; and
- Preparing a skilled workforce to be competitive in the 21st century.

National Council for Workforce Education (NCWE)

P.O. Box 3188

Dublin, Ohio 43016-0088

Phone: (614) 659-0196

Fax: (614) 336-8596

www.ncwe.org

The National Council for Workforce Education is a private, nonprofit, professional organization committed to promoting excellence and growth in occupational education at the postsecondary level. NCWE, an affiliate council of the American Association of Community Colleges (AACC), provides a national forum for administrators and faculty in occupational, vocational, technical, and career education as well as for representatives of business, labor, military, and government, to affect and direct the future role of two-year colleges in work-related education.

NCWE membership includes occupational, vocational, technical, and career educators, economic development professionals, and business, labor, military, and government representatives.

NCWE accomplishes its goals through its members and their active participation in task forces and committees. These groups are chaired by members who collaborate with NCWE members across the nation and with other professional organizations such as the National Center for Research in Vocational Education (NCRVE) and the League for Innovation, and workforce development professional associations such as NETWORK, National Council for Advanced Technology Centers (NCATC), and the National Council for Continuing Education and Training (NCCET).

National Council of State Directors of Community Colleges

AACC One Dupont Circle, NW

Suite 410

Washington, DC 20036
Phone: (202) 728-0200
Fax: (202) 833-2467
www.statedirectors.org

The National Council of State Directors of Community Colleges is an affiliated council of the American Association of Community Colleges (AACC). The council provides a forum for the exchange of information about developments, trends, and problems in state systems of community colleges. Through its affiliation with AACC, the Council also strives to affect national legislation that impacts its colleges and state agencies.

This is the only council that represents the collective interest of state agencies and state boards of community colleges. It is a valuable forum to help state directors deal with the changes in attitude and policies toward community colleges at the international, federal, state, and local levels.

The purposes of the council are:

- To enhance the development of community colleges through work at the state and national levels;
- To assist the members in their leadership and management responsibilities;
- To exchange information on issues, trends, and projects, including state and federal legislation as well as finances relating to community colleges;
- To share data from the state and national levels to provide a perspective on community colleges;
- To promote research and legislation at the national level in concert with the American Association of Community Colleges; and
- To provide programs of assistance to the members.

National Governors' Association (NGA) Center for Best Practices

Hall of States

444 N. Capitol Street

Washington, DC 20001-1512

phone: (202) 624-5300

www.nga.org/center/1,1188,,00.html

Education policy is the constitutional responsibility of states, and governors play a lead role in efforts to improve education. The challenges that states face are complex, and governors must address a wide range of issues, including early childhood education, teacher quality, low-performing schools, high school reform, and postsecondary education. The NGA Center for Best Practices supports governors on these and other issues by providing technical assistance, policy analysis and reports, and information on best practices.

**Renewal and Change in the 21st Century (RC 2000):
Expanding Visions for Urban Community College Management**

<http://www.rc2000.org/>

RC 2000 is a federation of community college systems serving international urban cities. Its mission is self-renewal and change by exchanging views and practices in an open, honest, and candid manner. Global and national issues are addressed so that millions of students and staff from culturally diverse communities can benefit from enhanced learning opportunities.

RC 2000 was founded in the mid-1980s to create an open exchange of ideas among the leaders of large community colleges throughout the United States and the world. The name—renewal and change—reflects the group's desire to constantly examine and reflect on the ways in which community colleges can serve their global constituencies—students, faculty, communities, and more.

Rural Community College Alliance

c/o MDC Inc.

P.O. Box 17268

Chapel Hill, NC 27516-7268

Phone: (919) 968-4531

<http://www.ruralcommunitycolleges.org/>

The Rural Community College Alliance is a network and advocacy group that helps build the capacity of member community colleges to improve the educational and economic prospects for rural America. The alliance seeks to reduce rural isolation and share effective solutions to problems facing distressed rural communities.

The alliance is a network for peer learning through conferences, campus and community visits, and technical assistance and serves as a national voice for America's rural community colleges and the communities they serve.

Rural Community College Initiative (RCCI)

The Rural Community College Initiative (RCCI), supported by the Ford Foundation, aims to help community colleges in distressed rural areas expand access to postsecondary education and help foster regional economic development. MDC, Inc. managed RCCI in its demonstration phase, 1994–2001, providing technical assistance to 24 participating community colleges. A series of reports by the RCCI Assessment Team on the experiences of those 24 RCCI colleges is available from the American Association of Community Colleges. In 2002, RCCI was institutionalized as a program of the Southern Rural Development Center and the North Central Regional Center for Rural Development. For more information on the demonstration phase, see <http://www.mdcinc.org/rcci/aboutrcci.htm>. For more information on the current phase, see <http://srdc.msstate.edu/rcci/>.

The U.S. Chamber of Commerce Center for Workforce Preparation (CWP)

1615 H Street, NW
Washington, DC 20062
Phone: (202) 659-6000
www.uschamber.com

The Center for Workforce Preparation is the only center dealing with workforce issues that is affiliated with the U.S. Chamber of Commerce. CWP establishes the U.S. Chamber as the leader in workforce development strategies by working to ensure that the employees of its members are fully equipped to compete in the 21st-century economy. Workforce development is about more than hiring and training the right workers. It is also about identifying and addressing other critical factors—such as transportation, health care, and childcare—that enable people to work and advance in their careers. CWP success stories encourage additional chambers and businesses to build resources that support productive workplaces.

CWP's priority goals are to:

- Promote and support effective local education and training initiatives concerning workforce excellence;
- Conduct and support research that will develop more effective worker training programs; and
- Initiate and document promising education and workforce preparation programs that can be replicated by chambers of commerce and small businesses at the local level.

The Center for Workforce Preparation, in partnership with the American Association of Community Colleges, is developing a comprehensive guide for community colleges and chambers of commerce to create effective workforce-development partnerships. This initiative (the “Market Responsive Community Colleges Project”—not to be confused with the initiative that produced the present guide: <http://www.uschamber.com/cwp/>) will develop the capacity of chambers of commerce and community colleges to be more market-responsive and relevant to the local employment needs of community businesses. The goals of the project are: to create a national dialogue on shared workforce priorities for community

colleges and chambers of commerce; to highlight particularly relevant models of market-responsive community colleges; and to develop toolkits for chambers of commerce and community colleges to use in developing market-responsive strategies that meet the labor needs of the community. The project will culminate in the production of "how to" guides for both local chambers of commerce and community colleges that describe the successful elements and promising practices of proven market-responsive chamber of commerce-community college partnerships and provide models and guidance on implementation

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Community colleges are an important bridge to further education and careers for American youth and adults. Serving more than 11 million students annually, community colleges offer a wide range of programs and services, from two-year associate degrees to transfer programs with four-year institutions to job training and retraining. Yet, today's community colleges face a number of challenges, including under-prepared students, low rates of program completion, and multiple accountability requirements. OVAE's mission is to help community colleges overcome challenges, as well as to link community colleges with secondary schools for partnerships as part of the Secondary and Technical Education Excellence Program proposal for reauthorizing the *Perkins Act* (Sec Tech). OVAE initiatives focusing on community colleges are:

- *Accelerating Student Success through Credit-Based Transition Programs*. Seeks to capture information on the effectiveness of these programs, the prevalence of such programs in secondary and postsecondary institutions, the number of students enrolled, and how programs are structured to provide services to students.
- *College and Career Transitions Initiative*. Supports the development of secondary – postsecondary programs based on rigorous academic and technical courses.

U. S. Department of Labor's Employment and Training Administration (ETA)

<http://www.doleta.gov/business/>

The Employment and Training Administration (ETA) administers federal government job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits. These services are primarily provided through state and local workforce development systems. The ETA is focused on understanding business' needs and funding training programs to help meet those needs.

The ETA will oversee the **Jobs for the 21st Century** initiative outlined by President Bush in his 2004 State of the Union Address. The initiative is a comprehensive plan to better prepare workers for jobs in the new millennium by strengthening postsecondary education and job training and improving high school education. This plan proposes over \$500 million in new funding for education and job training programs. The President's plan would expand opportunities for workers to access postsecondary education in order to obtain the job training and skills to compete in a changing and dynamic economy and to fill jobs in emerging industries. It includes \$250 million to fund partnerships between community colleges and employers in high-demand job sectors, and \$33 million for expanded Pell Grants for low-income students who complete rigorous coursework in high school.

<http://www.whitehouse.gov/news/releases/2004/01/20040121.html>

Workforce Strategy Center

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In many places across the country, local community colleges are the institutions best suited to serve as the focal point of local and regional workforce development. Putting community colleges at the center of a broad-based and inclusive workforce development system is the logical thing to do, in part because community colleges are a universal gateway to education for a wide spectrum of individuals—everyone from welfare recipients to highly skilled workers needing additional training. And they frequently are equipped to provide a broad range of education and training—everything from granting degrees that allow individuals into four-year institutions, to one-shot customized seminars to train workers in a specific field or even company.

In keeping with this approach to structuring workforce development, the Workforce Strategy Center conducts research and consulting to enhance community college effectiveness in workforce development. The center researches best practices at the state and institutional levels and provides technical assistance to state systems and local community colleges. The center helps colleges position themselves to become more effective workforce providers by assisting them in leveraging resources; developing internal career pathways that bridge remedial and

credit- bearing programs; and creating partnerships with community organizations, workforce agencies, and employers.

4. Journals and Periodicals

These are provided as examples. There are other journals and periodicals that you may find helpful.

Academic Leadership

Offers articles for leaders in community and technical colleges, featuring articles on the international perspective, teaching and learning, student development, economic development, and faculty.

Change

Published bimonthly by the American Association of Higher Education, spotlights trends, provides new insights and ideas, and analyzes the implications of educational programs, policies, and practices.

Chronicle of Higher Education: Community College News

Provides weekly updates on news of importance to community colleges. The Web site also features a jobs listing, and an e-mail update service (most of the resources on this Web site are accessible only to members).

Community College Journal

From the American Association of Community Colleges, provides articles, profiles, data, and survey summaries. Available six times a year, by subscription.

Community College Times

The biweekly newspaper of the American Association of Community Colleges, available to members and by subscription.

Community College Journal of Research and Practice

A multidisciplinary forum for researchers and practitioners in higher education and the behavioral and social sciences.

Community College Review

Published by the Department of Adult and Community College Education at North Carolina State University, disseminates research that focuses on community college education.

Community College Week

Covers state and national news affecting community, technical, and junior colleges. It highlights exemplary programs, provides opinion from leading authorities and decision-makers, and furnishes a classified marketplace for conferences, workshops, and product services.

Learning Abstracts and Leadership Abstracts

Monthly publications by the League for Innovation in the Community College, addressing ways to become more learning-centered institutions and exploring key leadership issues in the community college.

New Directions for Community Colleges

A quarterly publication that provides guidance in meeting the challenges of the distinctive and expanding educational mission of community colleges.

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